

Lesson Plan

Candidate Nadiia Reber	Date 02/20/2014	Grade level Kindergarten
Subject & topic Language Arts/Literacy Blending and Segmentation of Phonemes	<input type="checkbox"/> Single-day lesson <input type="checkbox"/> Multi-day lesson	<input type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class or group: <input type="checkbox"/> ELD 1 (Beginning) <input type="checkbox"/> ELD 2 (Early Intermediate) <input type="checkbox"/> ELD 3 (Intermediate) <input type="checkbox"/> ELD 4 (Early Advanced) <input type="checkbox"/> ELD 5 (Advanced) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient)	<input checked="" type="checkbox"/> English Only	Name of instructional model <input type="checkbox"/> Direct instruction <input type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/>
		Scoring rubric attached? <input type="checkbox"/> Yes <input type="checkbox"/> No

Content Objective/s: By the end of the lesson the students will be able to practice reading and writing (blending and segmentation of phonemes) of CVC words that contain the letter D. They will be able to name the sound that the letter “D” makes.

Language Objective/s: students will be reading CVC words from the board as well as from the worksheet. In addition, they will write these words in the form of a dictation.

Content Standard/s:

California Common Core Standards -

[CCSS.ELA-Literacy.RF.K.1d](#) Recognize and name all upper- and lowercase letters of the alphabet.

[CCSS.ELA-Literacy.RF.K.2d](#) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

[CCSS.ELA-Literacy.RF.K.2f](#) Blend two to three phonemes into recognizable words.

Materials, Technology, Visual Aids:

- puppet
- student worksheets
- flashcards with the alphabet letters (2 sets)
- craft sticks with student names on them

Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:

In the beginning of the lesson students are going to be seated on the rug. Each students has a designated seat/square on the rug. Craft sticks with students names on them will be selected in a random order to ensure the students' participation in the class discussion. After the first part of the direct instruction and guided practice related to blending phonemes, students will be asked to go to their seats. After working on reading the words independently, students will be asked to read the words to their think-pair-share

friends. Students then will be asked to move to the rug for the second part of the direct instruction related to the phonemes segmentation and writing the words. After guided practice, they will be asked to move to their seats and work on writing the words.

Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:

- For Ernesto, Domenik and Ehren, my students with goals in speech, I will allow extra time to answer my questions or share comments. I will be providing an example of clear articulation by speaking at a slower pace and pronouncing the sounds of each word clearly and distinctly. During the transition time students are going to be asked to repeat a few sentences from a nursery rhyme, which will be especially beneficial for Ernesto, Domenik and Ehren.
- During independent reading practice my struggling students will be given a shorter list of words to read, so as not to overwhelm them. On the other hand, my average and high achieving students will be challenged with additional CCVC words that contain the letter D.

Academic Language and/or Vocabulary to be introduced: upper case letter, lower case letter, blending.

Procedure:

Opening

Tell students that an old friend is coming to visit them and ask them to guess who this is. Then using the puppet “Happy” name various alphabet letters out of sequence and ask the to name the sounds that the letters make. Before starting the procedure ask the students about the rules of the proper group participation on the rug. Tell students that they would receive a special reward from the puppet (a kiss from Happy) if they follow the expectations of the group activity during the lesson.

Explain the Objective. Say: Today we are going to talk about a particular letter. It is the letter “D”. We are going to learn how to review how to write this letter as well as how read and write some words that have this letter in them.

Guided Practice

- Ask students “Who can show us how to write the upper case of the letter D on the board?” Tell the rest of the students to show “thumbs up” or “thumbs down” depending on whether they agree or disagree with how the student at the board wrote the letter.
- Say: let's stand up and write the upper case of the letter D in the air all together.
- Asks students “Who can show us how to write lower case of the letter D on the board?”. Again, the the rest students will show “thumbs up” or “thumbs down” depending on the accuracy of the written letter.

- Say: let's stand up and write the upper case of the letter D in the air all together
- Introduce students to the concept of blending and model the concept using the pocket chart. Say: Blending, boys and girls, is when we name each sound of the letters and put them together. Use the word “dim”. Ask students what sound each of the letters makes. While modeling point finger to each letter and “stretch” the sounds. As the students to join.
- Provide guided practice. Ask students what sound each of the letters makes and ask the group to blend the sounds together. Use words: “dip”, “mad”, “ped”, “sped”, “fed”, “led”
- Using craft sticks with student names on them, ask individual students to read these words “dad”, “lad”, “bad”, “ bed”, “ned”, “den”.
- Ask “*Why is it important to be able to read?*”
- Ask students to go back to their seats and read these words on the worksheet (see attachment for worksheet 1) by themselves while walking around and checking for understanding. Before students go to their seats, tell them that after they finish reading the words, they will start over again. In about a three minutes into reading, ask students to read the words to their think-pair-share friends. Tell the students that some of them will have more words than others and that it is okay.
- Ask individual students to read these words to class
- Ask students to give themselves a silent cheer and a pat on the back and quietly return to the rug. Proceed into the transition phase by asking students to repeat these lines:

Donkey, dragon, dungeon, drip,
Doodle, dumpling, double-dip,
Dandelion, dungarees . . .
All these words begin with D.
Doll and donut, dinosaur . . .
Can you name a dozen more?

- Tell students that they will learn a how to spell words that have the letter D in them.
- Say: “But first, Happy would like to name a few words for the class and you will name the sounds in each word”. Model the correct way of the phoneme segmentation by using the word “mad” and “dad”. Ask students to name sounds in the following words: “lad”, “bad”, “ bed”, “ned”, “den”, “pad”, “fed”. Tell students to give themselves a silent cheer.
- Write some of the above mentioned words. Model writing the words. While writing, segment the phonemes in the words and write the letters on the board. Segment each of the phonemes, say it out loud and then write on the board. Say the whole word again.
- Provide students with guided practice using the words “mid”, “mad”, “pad”, “dot”. Students will identify the sounds in these words as a group. Ask individual students to name the letter for each sound and write them down. The rest of the students will show “thumbs-up” or “thumbs

down” depending on the accuracy of the letters named.

- Ask “*Why it is important to be able to write?*”

Independent Practice

- Ask students to go to their seat and write their name on the worksheet
- Tell students that you will say words that have the letter “D” in them. Tell students to say the sounds in the words while writing them down. Provide students with guided practice by modeling how to spell the first word. Use the “did” as an example.
- Dictate these words to the students and walk around to correct students' mistakes. Use the words: “bid”, “dig”, “dip”, “bid”, “don”, “dim”, “did”, “lid”, “mid”, “lad”.
- Collect the worksheets
- Tell students that they did a wonderful job and now they deserve a reward from the puppet (Kiss from Happy, the puppet).

Closing

- Ask students “Who can tell me what we were doing during our lesson?”, “Did you learn anything new?” If yes, explain what you have learned?”

Supplementary Activity for Early Finishers

- Students who finish early will be able to think of the words that contain the letter D and spell them in their worksheets.

Assessment

Informal: Students are going to be asked to blend and segment the phonemes in different words as a group and individually during the guided practice of the lesson. Students will be asked questions regarding to what sounds they think certain letters make as well as what sounds they hear in certain words.

Formal Assessment: for formal assessment, two worksheets are going to be used (please see attachment). While working on worksheet 1 (see attachment), students will demonstrate their ability to blend phonemes in words that contain the letter “D”. I will be walking around the class listening to how students read the words and record the results in a Class Profile (see attachment).

In addition to that, students will demonstrate their ability to segment the words into separate phonemes by writing them in their worksheet 2 during a dictation. The worksheet will be graded according to the “Worksheet 2 Rubric”.

Estimated duration of the lesson: approximately 40 min

Worksheet 1



1. den	10. mod
2. doc	11. sad
3. sid	12. red
4. dig	13. led
5. din	14. nad
6. dot	15. Don
7. dip	16. den
8. bud	17. mid
9. mud	18. fed

Note: Worksheet 1 modified for high achievers



1. den	10. mod
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grid	bread
sled	card

Class Profile Rubric for Worksheet 1

Objective: assess student reading of the CVC words that contain the letter D.

Student Name	Below Level	On Target	Above and Beyond	Notes
Adlai				
Alex				
Alina				
Arthur				
Ayden				
David				
Domenik				
Ehren				
Enissa				
Ernesto				
Giovanni				
Johnny				
Lia				
Lianna				
Lily				
Lizette				
Micah				
Mike				
Nathan				
Nico				
Romario				
Savannah				
Sargis				
Tyler				

Picture of Worksheet 2 where students will write the words that I will dictate to them.
Student will write only 10 words.

Name _____

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.

Write the Words! Rubric

Objective: students will spell each of the dictated CVC words correctly. All the letters will be neatly and accurately written.

Evaluative Criteria	Level 4 Excellent	Level 3 Proficient	Level 2 Marginal	Level 1 Unsatisfactory
Spelling	The student has spelled all 10 words correctly	The student has spelled 7-10 words correctly	The student has spelled 4-7 words correctly	The student has spelled 3 or fewer words correctly.
Letter Formation	All the letters in words are formed accurately and according to the writing conventions.	Most of the letters in words are formed accurately and according to the writing conventions.	Some of the letters in words are formed accurately and according to the writing conventions.	Many of the letters in words are not formed accurately and according to the writing conventions.
Neatness	The student's writing is very neat. There is no smearing or spots. All the letters are easy to read.	The student's writing is quite neat. There can be a little bit of smearing or occasional spots. For the most part all letters are easy to read.	The student's writing is not neat. There is a quite a bit smearing and many spots. It is difficult to tell some letter apart or read some words.	The student's writing is not neat. There is a quite a bit smearing and many spots. It is impossible to read most words in the worksheet.